PROPOSED
POLICY, GUIDELINES, PROCEDURES AND STANDARDS FOR SCHOOL LIBRARIES IN ALBERTA

MAY 1984

Alberta
EDUCATION

84- 3306 /

Proposed Policy, Guidelines, Procedures and Standards for School Libraries in Alberta

May 1984

Background

The responses received with respect to the **Position Paper on School Libraries in Alberta**, which was distributed in April 1983, to all major educational stakeholder groups in the province, indicate that there is wide concern regarding the present state of school libraries and a strong perception that the quality of school library programs is deteriorating. (A copy of the **Position Paper on School Libraries in Alberta** may be found in Appendix i. See Appendix ii for a summary of the responses received.)

These findings are disturbing. **The Basic Goals of Education for Alberta** identify a number of important learner outcomes that serve as the primary focus for determining learning programs and activities. Research shows that the school library program can make an important contribution towards the attainment of a number of these goal statements. (See selected research findings, Appendix iii.)

Research also shows that a school library, no matter how good the collection or how well staffed, is of limited value if it is simply additive, acting as a supplement to, or enrichment of, the instructional program. To be educationally and cost effective, the school library program must be directly integrated into the school's instructional program so that it becomes a planned and purposeful learning laboratory.

In view of the responses to the **Position Paper on School Libraries in Alberta** and in order to encourage improvement in the quality of library services available to students, Alberta Education believes there is a need for a provincial statement of policy, guidelines, procedures and standards to guide the development and implementation of effective school library programs in Alberta.

Policy, Guidelines and Procedures for School Libraries

Policy

Students in Alberta schools should have access to an effective school library program designed to support and enhance instructional programs and to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta.

Guidelines

1. School library programs should be integrated with the goals and objectives of the school's instructional program as set forth in the statement, **The Goals of Basic Education for Alberta.**

2. School library programs should be developed and implemented to meet and preferably to exceed the recommended minimum standards for school libraries as set forth by Alberta Education. (See **Proposed Standards for School Libraries,** page 4.)

3. Alberta Education will assist school jurisdictions to maintain quality in the development, implementation and assessment of school library programs.

4. Alberta Education will continue to fund school library programs through regular School Foundation Program Funds.

5. The development, implementation, and assessment of school library programs is the responsibility of local school jurisdictions.

6. Alberta Education will encourage research and the application of new technologies, systems and/or procedures for improving the efficiency and effectiveness of school library programs.

Procedures

1. To facilitate the development and implementation of integrated school library programs, Alberta Education will:

   a) Develop, produce and distribute to schools and school systems recommended models for an integrated school library program.

b) Include in each subject area curriculum guide for new or revised programs, where relevant, suggested research and information processing skills to facilitate correlation of the library program with the goals and objectives of the curriculum.

c) Distribute lists of learning resources that are correlated with the programs of studies and which are suitable for school library acquisition.

d) Make available to schools and school systems descriptions of existing school library programs which illustrate effective library program development and implementation.

2. Alberta Education (Media and Technology) will review approved standards on a regular basis and update as necessary to meet changing conditions and needs.

3. Alberta Education (Regional Offices) will conduct assessments of the policies, guidelines, and procedures developed by school jurisdictions.

4. Alberta Education (Regional Offices) will endeavor to provide consultative assistance to local jurisdictions to structure their own program development, implementation and assessment plans.

5. Alberta Education (Media and Technology) will identify or produce professional resources and inservice materials for use by local jurisdictions.

6. School boards should develop local school library policies, guidelines and procedures in keeping with those set forth by Alberta Education.

7. School boards should require their schools to develop statements of goals and objectives of school library programs specifying how the schools intend to implement board policies, guidelines and procedures.

8. In accordance with the policies of the board, the principal, teacher-librarian, where available, and school staff, should plan the integration of the library program with the instructional program of the school.

9. Alberta Education, through the Media and Technology Branch, in consultation with appropriate referent groups, will identify major needs and make recommendations for research related to school library programs.

Proposed Standards for School Libraries

The standards recommended below represent a compromise between "what should be" as expressed in the literature and "what is realistically attainable" in terms of the present economic climate. They should be interpreted as minimum rather than desirable expectations.

Many schools have already achieved or surpassed these basic standards, but those who have not should develop a plan and a reasonable timetable for their implementation.

It is recognized that schools with very small enrolments will find it difficult, in the short term, to attain all the standards identified. These schools may need to proceed more slowly and make gradual improvements over an extended time frame.

A. Standards for School Library Program Development

1. The statement of policy approved by the school board (see Procedure #7, page 3) should include direction to schools relative to:

   a) The role of the school library.

   b) The responsibilities of the principal, teachers and library staff in library program development, implementation and assessment.

   c) Guidelines for library collection development, staff allocation, and library services and facilities.

2. The school staff, under the leadership of the principal and teacher-librarian, where available, should:

   a) Identify on a regular basis the goals and objectives of the library program. These goals and objectives should be stated in terms of expectations for student achievement.

   b) Identify the resources available to meet stated goals and objectives and any additional resources that will have to be acquired to meet program and student needs.

   c) Plan teaching/learning strategies for the utilization of identified learning resources.

   d) Plan curriculum correlated activities and assignments that will give students ample opportunities to develop and master those library skills appropriate to their ability and maturity levels.

e) Provide instruction in library skills, preferably as these skills are required to meet student needs or curriculum goals and objectives.

f) Provide meaningful opportunities for students to develop the ability to gain information from a variety of information sources and to communicate to others through a variety of media types.

g) Provide instruction in communications skills and AV production techniques.

h) Provide meaningful opportunities for students to develop critical thinking skills.

i) Develop student interest in reading, viewing and listening.

j) On the basis of identified library goals and objectives, develop a budget for needed materials, supplies, equipment and services.

3. The school principal should facilitate on-going interaction and cooperation between classroom teachers and the teacher-librarian so that the library program becomes an extension of the classroom and so that teachers and the teacher-librarian become partners in the overall instructional process.

B. Library Staff

1. Professional direction is critical to the development and implementation of an effective library program. Professional direction may be provided through a variety of alternatives:

a) By a full-time teacher-librarian on the school staff.

b) By a teacher-librarian with a part-time library and part-time teaching assignment.

c) By a teacher-librarian serving more than one school in the district.

d) By supervision by a school district (central office) teacher-librarian.

e) Where no teacher-librarian is available, by the principal and teaching staff of the school.

Note: i) The minimum qualifications of a teacher-librarian should include teacher certification and successful teaching experience along with university credits in at least eight half courses in librarianship and instructional technology.

ii) Active participation on the part of the principal and teachers in the implementation of the library program must increase as teacher-librarian time is decreased.

2. Qualified technical/clerical support should also be provided.

3. Professional and technical/clerical support should meet or exceed the following standards:

School Size	Teacher-Librarian	Technical/Clerical Support
150 Students	-	1/2 - 1
300 Students	1/2	1/2 - 1
500 Students	1	1
750 Students	1	1 1/2 - 2
1000 Students	1	2
over 1000 Students	1 1/2 - 2	2 1/2 - 3

C. The School Library Collection

1. The basic collection should support the major content areas of the instructional program and represent a balanced range of student interests and needs, including the appreciation of literature.

2. The size of the basic collection should be dependent upon the total student enrolment served, the number of grades taught in the school and the number and types of instructional programs.

3. The basic library collection for a school of 250 students should include:

print and nonprint materials	-	4,000 titles
magazines	-	20
newspapers	-	2
pamphlets, pictures	-	to meet program needs
film/video, etc.	-	from Regional Film Centre, District IMC, ACCESS, etc.

Note: 1. The above represents an average basic collection for 250 students regardless of the type of school (elementary, junior or senior high). The higher number of course offerings in junior and senior high is offset by more grade levels served in elementary and the need for more books at the primary level.

2. For schools with larger enrolments, the collection should be increased to meet the needs of students and the instructional program.

3. The ratio of fiction to nonfiction and reference should range from 15% - 30% fiction and 70% - 85% nonfiction and reference depending upon accessibility and nature of inter-library loans available from other school, regional, public, college, and university libraries.

4. The reference collection should include at least one current set of encyclopedia (not more than five years old).

5. Schools offering programs in both English and languages other than English, should increase the basic collection to include a comparable standard of materials (print and nonprint) to support instruction in the language(s) offered.

6. Selection criteria for the library collection should be consistent with:

   a) Guidelines for Tolerance and Understanding.

   b) Controversial Issues Policy statement.

   c) Canadian Content priorities.

   d) Identified library program goals and objectives.

   e) Needs identified by students and teachers.

   f) Information from recognized selection tools.

7. An annual school library budget should be allocated for the purchase of new materials, supplies and equipment (if equipment is not provided for in the capital budget or some other budget category). The budget should be determined on the basis of the funds required to realize library program goals and objectives. It should be recognized that smaller schools and schools offering programs in English as well as languages other than English will require a higher than average allocation.

D. Library Facilities and Equipment

1. Basic space requirements should be consistent with School Buildings Regulations and Guidelines as set forth by Alberta Education.

2. Space should be provided to accommodate the following functions:

   a) independent, small, and large group study.

   b) group instruction.

   c) reading.

   d) viewing and listening.

   e) materials production.

   f) teacher planning.

   g) convenient access to collection areas.

   h) circulation.

i) displays.

j) storage/processing/repair.

Note: Functional areas should be located to limit conflict between competing functions and to facilitate effective library practice.

3. Equipment needs for both production and exhibition of materials will vary with the type of program offered in the school. However, there should be sufficient numbers and types of equipment to support classroom, individual and small group utilization of nonprint materials and to accommodate student and teacher AV production needs.

APPENDIX i

FOR DISCUSSION ONLY

A POSITION PAPER ON SCHOOL LIBRARIES IN ALBERTA

This paper was prepared by an inter-branch committee of Alberta Education, under the auspices of the Curriculum Branch.

March, 1983

TABLE OF CONTENTS

Introduction..... 1

I. Problems and Issues..... 2

II. Alternatives and Position Statements on the Issues..... 4

III. Characteristics of an Effective School Library Program..... 13

IV. Conclusion..... 15

Bibliography..... 16

INTRODUCTION

Subsequent to discussions with a number of concerned individuals and groups, including the Learning Resources Council of the A.T.A., regarding the status of school libraries in Alberta, the Minister of Education, Honourable David King, directed that a departmental committee be struck to prepare a position paper which would:

1. Identify the major problems and issues affecting school libraries.

2. Identify the alternatives for the resolution of these issues.

3. Advance a position with respect to these alternatives.

4. Describe the major characteristics and services of an effective school library.

The Minister further directed that this position paper be distributed to the major stakeholder groups for education in Alberta as a means of ascertaining public and professional reactions and recommendations for refinement and change.

It should be emphasized that the opinions expressed are those of the Departmental Committee.[1] The positions taken do not necessarily represent the official views of Alberta Education. It is expected that response to this paper will serve as a basis for clarifying needs and for the development of policy recommendations relative to the provision of school library services to Alberta students.

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[1]Committee views are based on a review of the literature (see Appendix) and an analysis of policies of other Ministries of Education in Canada, as well as the individual experiences and perspectives of Committee members.

I. PROBLEMS AND ISSUES

There is considerable evidence to suggest that there is a wide disparity in both the quantity and quality of school library services available to students throughout the various school jurisdictions in the province. Moreover, it would appear that continuing pressures for fiscal constraint have served to prevent the development and maintenance of satisfactory standards for library services in some schools and jurisdictions.

Specific problems that are believed to be most serious in detracting from the satisfactory functioning of school libraries may be summarized as follows:

1. Lack of clear identification of the role of the school library in the overall instructional program of the school.

2. A lack of clear-cut policy direction with respect to the development of school libraries.

3. A lack of officially approved standards or guidelines related to the provision of library services to students and teachers.

4. A lack of professional assistance and direction at the district and/or school level to develop effective library services.

5. A lack of funds to support the level of library services required.

From this set of problem areas, a corresponding set of issues can be derived. These "issues", as delineated below, provide the basis for the organization of this position paper:

ISSUE ONE - What should be the role of the school library in the overall instructional program of the school?

ISSUE TWO - Whose responsibility is it to develop policy direction for school libraries, and what kinds of policies are needed?

ISSUE THREE - Who should establish standards and guidelines for the operation of school libraries, and should these be expressed in quantitative or qualitative terms?

ISSUE FOUR - Is professional direction at the school and/or district level a critical component of an effective library program?

ISSUE FIVE - Is there a real shortage of funding to support effective library services?

The relationship between each of these issues and the overall problem of inadequate provision of library services in some schools and districts may be illustrated diagrammatically. In the diagram below, the central position of the "Role of the School Library" serves to illustrate that this particular issue is basic, and that other issues can only be resolved subsequent to satisfactory resolution of it.

INTERRELATIONSHIPS OF MAJOR ISSUES

FACING SCHOOL LIBRARIES IN ALBERTA

Policies for Library Operations
Standards and Guidelines for Library Services
Role of the School Library in the Instructional Program
Adequate Funds
Appropriate Staff

II. ALTERNATIVES AND POSITION STATEMENTS ON THE ISSUES

There are alternative points of view with respect to the resolution of the key issues that are thought to face school libraries in Alberta at this time. In this section, the major alternatives for each issue are identified, and the preferred position of the Departmental Committee is expressed and substantiated with a supporting rationale.

ISSUE ONE

What should be the role of the school library in the overall instructional program of the school?

Alternatives:

1. The primary role of the school library should be to provide those services, facilities, and materials that will promote intellectual curiosity and a desire for lifelong learning; a love of literature, books and leisure reading; and the opportunity to use a variety of information sources to pursue individual needs and interests.

2. The primary role of the school library should be to provide services, facilities, and materials that are fully integrated with the instructional program of the school. A fully integrated role implies that the library media collection is selected specifically to meet curriculum requirements; that the services provided are those designed to facilitate curriculum implementation; and that teachers and library staff work in close partnership to share responsibility for student achievement of curriculum goals and objectives.

3. The role of the school library should be to attend to both #1 and #2 above.

Committee Position: It is the position of the committee that the primary role of the school library should be one which is fully integrated with the instructional program of the school, as outlined in alternative #2.

Rationale:

In the term, "school library", the word "school" should have special significance. It is not enough to provide students with a good, organized collection of media resources and make these available in the context of a public library. Rather, in a fully integrated library program, the school's curriculum and the individual needs of students and teachers become the central factors in decision-making. The evaluation and selection of media, the determination of library services, and the appropriate

utilization of media are all based upon the achievement of curriculum goals and objectives. Teachers and the school librarian plan all aspects of the library program on a cooperative basis so that the library serves as an extension of the classroom.

Further, in a society which is moving rapidly into the information era, it is essential that schools give high priority to instruction in, and application of, skills in information processing and communications. All students should be able to locate, organize, analyze, interpret, evaluate and apply information from a variety of print, non-print and electronic data sources. The school library has an important part to play in the development and mastery of these basic learning skills, and there is considerable research evidence which points to significant improvement in skill development and media use when the library program is effectively integrated with the school's instructional program.

SPECIAL NOTE:

In some instances, the school library must also serve the needs of the entire community. This additional responsibility may impact on the nature of the media collection and the range of services, but it should not be allowed to interfere with the primary responsibility of integration with the instructional program.

ISSUE TWO

Whose responsibility is it to develop policy direction for school libraries, and what kinds of policies are needed?

Alternatives:

1. Policy directions should be developed by Alberta Education.
2. Policy directions should be developed by School Boards.
3. Policy directions should be developed by individual schools.
4. Policy directions should be developed by all levels of educational governance - Alberta Education, School Boards and schools.

Committee Position: It is the position of the committee that all levels of educational governance should be involved in policy development in matters effecting school libraries (alternative #4).

Rationale:

A shared responsibility for development of policy in matters affecting school libraries is consistent with the approach to policy-making that is already in place for program development, program delivery and the operation and administration of schools in Alberta.

It seems necessary to develop and apply a similar approach to policy-making in the case of school libraries if the school library program is to be integrated with the instructional program of the school and if school libraries are to play a fully functional role in the operation of schools.

The responsibilities of Alberta Education should include policy directions related to:

1. The role of the school library in the achievement of Goals of Schooling, Goals of Education and requirements of the Program of Studies.

2. The development, improvement and evaluation of school library programs.

3. The operations of provincial curriculum committees in ensuring that the role of the school library in the achievement of curriculum goals and objectives is outlined appropriately in curriculum guides.

4. The provincial coordination of standardized procedures or programs to improve the efficiency or effectiveness of school library services, (e.g., centralized cataloguing, computer networks, etc.).

5. Linkages with other departments of government (e.g., Alberta Culture, Alberta Advanced Education).

The responsibilities of local School Boards should include policy directions related to the operation and management of school library programs under their jurisdiction. These might include the following:

1. The establishment of Board policies for the school library program.

2. Acceptable procedures for the evaluation and selection of media resources for school libraries in the district.

3. Criteria for the selection and placement of school library staff.

4. The allocation of funds to support the school library program.

5. The evaluation of district and school library services to ensure that such services are achieving intended goals.

6. Cooperative agreements with community and other agencies for additional services to students.

The responsibility of the school (principal, library and teaching staff) should include policy directions related to:

1. The establishment of school goals and objectives for the library program to reflect the unique needs of the students, the community, and the instructional programs.

2. The relative responsibilities of administration, teachers and library staff in planning the integration of the library program with the school's instructional program.

3. The establishment of criteria for determining school priorities for media selection and for the provision of library services to students.

4. The establishment of operational guidelines and procedures for the utilization of the library.

5. The establishment of evaluation procedures to measure the achievement of library goals and objectives.

ISSUE THREE

Who should establish standards and guidelines for the operation of school libraries, and should these be expressed in quantitative or qualitative terms?

Alternatives:

This issue will be dealt with in two stages:

1. The level of educational governance at which standards and guidelines would most appropriately be established (Province, Board, School, or some combination thereof).

2. The respective merits of quantitative and qualitative standards and guidelines.

Committee Position: With respect to #1 above, it is the committee's position that standards and guidelines for the operation of school libraries should be a shared responsibility involving Alberta Education, Boards and Schools. With respect to #2 above, the committee's position is that qualitative standards and guidelines are the most appropriate vehicle for encouraging high quality library services in Alberta schools.

Rationale

1. Level of governance in the development of standards and guidelines.

A shared approach to the development of standards and guidelines for school library services is consistent with the approach to standards and guidelines that is taken in the related areas of program development, program delivery and the operation and administration of schools in Alberta.

It should be the responsibility of Alberta Education to establish quality standards and guidelines with respect to:

1. The qualifications of personnel charged with the responsibility for developing and maintaining the school library program.
2. Building guidelines for school library facilities.
3. The evaluation of media materials dealing with controversial issues, bias, prejudice, etc.
4. The development of the school library collection to support the Provincial Program of Studies.
5. The types of library services which should be provided to students.
6. Recognized standards of materials cataloguing.
7. General criteria for evaluation of library services.

It should be the responsibility of school jurisdictions to establish quality standards or guidelines with respect to:

1. Expected quality of the media collection and services beyond the established provincial guidelines.
2. The evaluation and selection of media for school libraries.
3. The services that should be provided to support locally-developed curriculum.
4. The determination of annual budgets to support the desired service.
5. The renovation and/or upgrading of existing school libraries to reflect current needs.
6. Criteria for the evaluation of school system and school library services.

Individual schools should assume responsibility for establishing quality standards and guidelines regarding:

1. The assignment of professional and support staff required to provide the desired service.

2. The delegation of staff responsibilities in terms of the nature of the library program and services required.

3. The cooperation of classroom teachers and library staff in planning the integration of the library program and the instruction of students in required library skills.

4. The supervision of students in the library.

5. The expenditure of budgeted funds for the library.

6. Hours of library operation.

7. Evaluation of library services in the school.

8. The use of student assistants or other volunteer help in the library.

2. Quantitative vs. Qualitative Standards and Guidelines.

Quantitative guidelines are a means of expressing quality expectations using numerical ratios, e.g., $20.00/student for media acquisition; 1 - 16mm projector per 10 teachers, etc.

Qualitative guidelines are a means of expressing quality by relating intended outcomes to the program needs of the school or students, e.g., the media collection will permit students to research information in a variety of print and non-print formats; students will receive specific instruction in the effective use of periodical collection, etc.

Since there will be significant differences between the instructional programs of schools, there will also be differences in the library services and media required to support specific instructional programs. Quantitative standards, because of their precision and exactness, cannot acknowledge these differences effectively. In addition, there is no empirical evidence that demonstrates conclusive relationships between a given quantitative standard and achievement of curriculum objectives. As an illustration, is 2 filmstrips/student an adequate amount, or should it be some other ratio? The view of the committee is that, rather than stating requirements in ratio form, the number of filmstrips in the school library would be more appropriately derived from perceived local needs, utilization patterns, and the availability of relevant filmstrips. This would vary from year to year, and from subject area to subject area.

ISSUE FOUR

Is professional direction at the school and/or district level a critical component of an effective library program?

Alternatives:

1. Professional direction is critical in the implementation of an effective library program.

2. Professional direction is not critical in the implementation of an effective library program.

Committee Position: It is the position of the committee that professional direction is a critical component of an effective library program (alternative #1).

Rationale:

The committee acknowledges that it is not economically feasible to provide the services of a full-time teacher/librarian in schools with small enrolments. The committee also acknowledges that the placement of a teacher/librarian in a school library is not a guarantee of an effective library program. However, it is difficult to see how full integration of the library program with the instructional program of the school can occur without on-going professional decision-making. Where a school staff is sufficiently dedicated, sufficiently knowledgeable about library planning and media utilization, and willing to devote considerable extra time and energy, it may be possible to provide an adequate level of library service for a short period of time without the availability of professional librarian services. However, the demands on teaching staff would seem to be too high to ensure long-term success of this approach.

There are alternatives, however. A qualified teacher/librarian could be employed on a part-time basis, or assigned on a full-time basis to serve more than one small school. A school system librarian could provide professional direction to teachers and support staff in small schools. Even for these alternatives, it must be emphasized that the lack of a full-time, qualified teacher/librarian places additional burdens of responsibility on the principal and staff to provide for full integration of the library program.

As a basic minimum requirement, the services of a teacher/librarian, in one manner or another, should be considered for all schools. This person should have the following qualifications:

1. A knowledge of the school's educational program and the ability to translate this knowledge into appropriate plans for organizing the facilities, media, services and staff of the school library to serve the needs of the school.

2. A knowledge of media evaluation strategies and the ability to work with teachers to determine the media needs and priorities of the school's instructional program.

3. An ability to motivate students toward the continuous use of school library services, facilities and materials.

4. A knowledge of the potential advantages and disadvantages of each of the various media formats as related to learning objectives and teaching and learning styles.

5. The ability to work with teachers on a collegial and team-teaching basis to plan and prepare student activities and to locate and plan the use of appropriate instructional materials.

6. A knowledge of accepted library practices and the ability to apply this knowledge in a school setting.

7. The ability to provide formal and informal instruction to students to improve their library and communication skills.

8. The ability to measure and assess the achievement of the goals and objectives of the library program and make realistic recommendations for improvement.

The qualifications suggested above will typically be found in persons who have received professional education in both education and library science, and who have demonstrated success as classroom teachers. It cannot be expected that support and technical staff will be able to provide the type of professional service that comes from this combination of professional training and experience.

ISSUE FIVE

Is there a real shortage of funding to support effective library services?

Alternatives:

1. There is a shortage of funding to support effective library services.

2. There is not a shortage of funding to support effective library services.

Committee Position: The position of the committee is that the issue of library funding is no different from the issue of funding as it applies to other aspects of program delivery. That is, actual expenditures to support specific programs will vary in accordance with the perceived priority of the program at the various levels of educational governance. It is the committee's position that there is not a shortage of funding to support effective library services (alternative #2).

Rationale:

School financing is a complex matter with a great number of variables. While generalizations are difficult and sometimes misleading, it is the committee's position that there is no greater "real" shortage of funding to support effective library services than for any other function of schooling.

Regional Offices of Education, in their evaluation of school programs, have found exemplary library programs in both rural and urban school jurisdictions. The fact that these jurisdictions have developed effective library programs within existing provincial funding formulas further suggests that there is no pervasive or uniform shortage of funds to support library services. What has been lacking is a rationale and clear set of policy guidelines and standards that would encourage districts and schools to direct a fair proportion of available funds toward the provision of an adequate level of library services.

In particular, what has been missing is a clear articulation of the library with the instructional program. This shortfall is evident in the absence of policies, standards and guidelines at the provincial level, and, for most districts, at the Board and school level. It has been the prime cause of decisions of Boards and schools to direct their available funds toward programs where a comprehensive and consistent level of development has occurred. School libraries in Alberta have for the most part not been attributed such attention in recent years, and have consequently been overlooked as a priority for the expenditure of funds.

III. CHARACTERISTICS OF AN EFFECTIVE SCHOOL LIBRARY PROGRAM

If the committee positions advocated throughout this paper are accepted, and implemented, the following characteristics and types of services should be observable in the operations of school libraries:

A. Characteristics:

1. School and district policies in relation to library services will reflect the unique characteristics of the instructional program of the district and the school.

2. The principal, teachers, and teacher/librarian will be active partners on an ongoing basis in planning and coordinating the instructional program with the library program.

3. The principal, teachers and teacher/librarian will participate in the identification of service, collection and facility priority needs so that budget projections can be justified on the basis of actual benefits to students.

4. The teacher/librarian will coordinate, in cooperation with the teaching staff, the evaluation and selection of new media and the plans for their utilization.

5. Formal and informal instruction will be provided to students to help them acquire the skills of library use, research and information processing.

6. Teachers will incorporate in their instructional program meaningful activities which require students to apply skills to locate and use media.

7. Students will demonstrate their ability to locate and use the materials in the school collection.

8. Teacher/librarians will ensure that facilities and collections are well organized and that the library environment is one which is stimulating and conducive to learning as well as to leisure pursuits.

9. Students will have access to and be encouraged to use the library on a regular basis. Operating hours will reflect student needs.

10. The school library will be perceived by students and staff as an important center for learning.

11. Both the quantity of media used and the quality of use will give evidence to the overall impact of the library program.

12. Students will demonstrate the ability to use a variety of media formats.

13. Library staff will demonstrate sensitivity to student needs and will provide assistance as required.

14. Students will demonstrate respect for staff and for the media and facilities made available to them.

15. Activities will be initiated to encourage students to use the school library for pleasure and enjoyment.

B. Types of Service:

1. The teacher/librarian will cooperate with teachers to correlate available media with teacher-prepared unit plans to develop utilization activities for students.

2. The teacher/librarian will provide assistance and instruction to students in the application of library skills.

3. The teacher/librarian will provide advice and assistance to teachers on media appropriateness and utilization strategies.

4. Library staff will acquire, catalog and organize media and equipment for convenient teacher and student use.

5. Library staff will provide or administer a media production/reproduction service in keeping with instructional program needs and priorities.

6. Library staff will regularly communicate new acquisitions to students and teachers.

7. The teacher/librarian will maintain liaison with other libraries in the community to arrange inter-library loans and student/teacher access to services and facilities.

8. The library staff will cooperate with teachers to prepare special displays, activity centers, etc., to support the instructional program and/or community, provincial and national projects in which the school intends to participate (e.g., Science Fair, Book Week(s), Safety Programs, Education Week).

9. The teacher/librarian will communicate to teachers information regarding the availability of media resources from school system, regional, provincial and national media centers and arrange for teacher loan as required.

10. The teacher/librarian will prepare and submit reports on library utilization and evaluation of the library program as a basis for future planning and development.

11. The teacher/librarian will manage the library program budget and provide financial statements as required.

IV. CONCLUSION

This paper has taken the position that many students in Alberta schools are not receiving the quality of library services they need and deserve. While a number of reasons for this lack of service can be advanced, it is the Committee's view that a misconception regarding the role of the school library is the root cause. The Committee further believes that the primary role of the school library is one of total integration with the schools's instructional program and that such integration is possible without special increases in provincial funding.

The Committee wishes to emphasize that these positions represent a careful and sincere analysis of the problem based on a review of literature and an analysis of policies of other Ministries of Education in Canada. The Committee would appreciate your sincere and studied response to this paper. On the basis of your own experience and the perspective from which you view the problems, you may agree or disagree with the positions we have taken. We need your input so that an appropriate course of action can be recommended to the Minister of Education and other levels of educational governance in Alberta.

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APPENDIX ii

Summary of Responses to the Position Paper on School Libraries in Alberta (1983)

In October 1982, the Minister of Education, the Honourable David King, directed that a departmental committee be struck to prepare a position paper on school libraries which would:

1. Identify the major problems and issues affecting school libraries.

2. Identify the alternatives for the resolution of these issues.

3. Advance a position with respect to these alternatives.

4. Describe the major characteristics and services of an effective school library.

Upon completion, the position paper was distributed on a limited basis as a means to assess the validity of issues identified and to gauge reaction to the positions taken by the departmental committee with respect to each issue.

A compilation of the responses showed that:

1. There is a clear endorsement of the importance of the school library to effective teaching and learning. There is also a strong concensus that if the school library program is going to make its optimum contribution to the achievement of the Goals of Schooling and the Goals of Education, the library program must be fully integrated with the total instructional program of the school.

2. There is unanimous agreement concerning the need for the development of school library policies at all levels of governance, province, district and school. While policy development is seen as a shared responsibility, there is strong agreement that Alberta Education should take the initiative and provide leadership.

3. The need for provincial school library guidelines and standards was also endorsed by all respondents. There was mixed reaction concerning how the standards should be expressed but the majority of respondents see a need for both qualitative and quantitative standards. The latter are perceived as particularly useful when expressing minimum requirements.

4. There was strong agreement with the position that professional direction is critical to the implementation of an effective library program and that a variety of alternatives are available for providing this direction. The need for adequate support staff was also identified by many respondents.

5. Reaction was mixed concerning the departmental committee's position that there is not a shortage of funding for school libraries. Some respondents agreed with the committee that the real problem, rather than a shortage of funding, is the lack of priority given to school libraries by school boards and individual schools. Some perceived the deterioration of library services as a direct consequence of financial constraint, and others indicated they did not have enough information to make a judgement.

APPENDIX iii

Summary of Selected Research Studies Relative to School Libraries

1. School Library Manpower Project (1965) Knapp Foundation

   Findings: Identified 12 criteria for determining excellence of library programs.

2. Gengler (1965)

   Findings: Reported substantial improvement in problem-solving skills in elementary schools employing resource-based instructional program and cooperative teaching between classroom teacher and teacher-librarian.

3. Flanagan 1966 - Project Talent

   Findings: A five-year study involving a half-million high school students showed that the quality of the school library is one of four major factors in student achievement, staying in school, and going to college.

4. Greve (1974) Study of 232 Schools

   Findings: There is a positive correlation between quality of school library and student scholastic achievement.

5. Gay (1976) MACOSA Paper

   Findings: The school library is a positively significant factor in student cognitive and affective growth.

6. Wilkinson (1980) Economics of School Media Programs

   Findings: As long as media programs are additive they will never be cost-effective. When the media program is directly integrated into the instructional program, the cost-effectiveness can be demonstrated directly in terms of learner outcomes.

LIBRARY SURVEY
PROPOSED POLICY, GUIDELINES, PROCEDURES AND STANDARDS
FOR SCHOOL LIBRARIES IN ALBERTA

Would you please take ten minutes from your busy schedule to complete this survey and return it to Alberta Education before July 15, 1984.

Indicate your opinions and attitudes on the following proposed policy, guidelines, procedures and standards for school libraries in Alberta, by placing a check (✓) in the space provided which most closely represents your point of view. A copy of the proposed policy draft is attached for you to refer to if needed. The order corresponds to the order of sections in the proposed policy draft.

1. For the purpose of this survey we need to know the position you hold, if any, in the education system within Alberta. Check off one only.

___ 1. teacher
___ 2. school librarian (with teaching certificate)
___ 3. school librarian (without teaching certificate)
___ 4. principal
___ 5. superintendent
___ 6. school trustee
___ 7. parent
___ 8. other (specify) _____

2. Are you responding as an individual or as the official representative of a group?

___ 1. Individual
___ 2. Official Representative

2.1 If you are responding as an official representative of a group please identify the group. Check off one only.

___ 1. ATA (Alberta Teachers' Association)
___ 2. ASTA (Alberta School Trustees' Association)
___ 3. CASS (Conference of Alberta School Superintendents)
___ 4. LAA (Library Association of Alberta)
___ 5. AFHSA (Alberta Federation of Home and School Associations)
___ 6. other (specify) _____

3. If you are currently a teacher within an Alberta school, please indicate the level(s) you are teaching this year. If not, proceed to question #4.

___ 1. Division I (Grades 1 - 3)
___ 2. Division II (Grades 4 - 6)
___ 3. Division III (Grades 7 - 9)
___ 4. Division IV (Grades 10 - 12)

Listed below are the proposed policy, guidelines and procedures as outlined on page two and three of the proposed policy draft. Indicate if you agree/disagree with the proposed statement and if you feel it is/is not of value by placing a check (✓) in the space to record your response.

PROPOSED POLICY FOR SCHOOL LIBRARIES

Policy Statement:

Students in Alberta schools should have access to an effective school library program designed to support and enhance instructional programs and to provide improved opportunities for student achievement of the Goals of Basic Education for Alberta.

4.0 Do you agree?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
___	___	___	___	___

4.1 Is the policy of value?

Absolutely essential	Some value	Uncertain	No value	Potentially harmful
___	___	___	___	___

PROPOSED GUIDELINES FOR SCHOOL LIBRARIES

Guideline #1

School library programs should be integrated with the goals and objectives of the school's instructional program as set forth in the statement, The Goals of Basic Education in Alberta.

5.0 Do you agree?					5.1 Is the guideline of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Guideline #2

School library programs should be developed and implemented to meet and preferably exceed the recommended minimum standards for school libraries as set forth by Alberta Education.

5.2 Do you agree?					5.3 Is the guideline of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Guideline #3

Alberta Education will assist school jurisdictions to maintain quality in the development, implementation and assessment of school library programs.

5.4 Do you agree?					5.5 Is the guideline of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Guideline #4

Alberta Education will continue to fund school library programs through regular School Foundation Program Funds.

5.6 Do you agree?					5.7 Is the guideline of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Guideline #5

The development, implementation and assessment of school library programs is the responsibilty of local school jurisdictions.

5.8 Do you agree?					5.9 Is the guideline of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Guideline #6

Alberta Education will encourage research and the application of new technologies, systems and/or procedures for improving the efficiency and effectiveness of school library programs.

5.10 Do you agree?					5.11 Is the guideline of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

PROPOSED PROCEDURES FOR SCHOOL LIBRARIES

Procedure #1

To facilitate the development and implementation of integrated school library programs, Alberta Education will:

a) Develop, produce and distribute to schools and school systems recommended models for an integrated school library program.

6.0 Do you agree?					6.1 Is the procedure of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

b) Include in each subject area curriculum guide for new or revised programs, where relevant, suggested research and information processing skills to facilitate correlation of the library program with the goals and objectives of the curriculum.

6.2 Do you agree?					6.3 Is the procedure of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

c) Distribute lists of learning resources that are correlated with the programs of studies and which are suitable for school library acquisition.

6.4 Do you agree?					6.5 Is the procedure of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

d) Make available to schools and school systems descriptions of existing school library programs which illustrate effective library program development and implementation.

6.6 Do you agree?					6.7 Is the procedure of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Procedure #2

Alberta Education (Media and Technology) will review approved standards on a regular basis and update as necessary to meet changing conditions and needs.

6.8 Do you agree?					6.9 Is the procedure of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Procedure #3

Alberta Education (Regional Offices) will conduct assessments of the policies, guidelines, and procedures developed by school jurisdictions.

6.10 Do you agree?					6.11 Is the procedure of value?				
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____	____	____	____	____	____

Procedure #4

Alberta Education (Regional Offices) will endeavour to provide consultative assistance to local jurisdictions to structure their own program development, implementation and assessment plans.

6.12 Do you agree?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
____	____	____	____	____

6.13 Is the procedure of value?

Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____

Procedure #5

Alberta Education (Media and Technology) will identify or produce professional resources and inservice materials for use by local jurisdictions.

6.14 Do you agree?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
____	____	____	____	____

6.15 Is the procedure of value?

Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____

Procedure #6

School boards should develop local school library policies, guidelines and procedures in keeping with those set forth by Alberta Education.

6.16 Do you agree?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
____	____	____	____	____

6.17 Is the procedure of value?

Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____

Procedure #7

School boards should require their schools to develop statements of goals and objectives of school library programs specifying how the schools intend to implement board policies, guidelines and procedures.

6.18 Do you agree?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
____	____	____	____	____

6.19 Is the procedure of value?

Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____

Procedure #8

In accordance with the policies of the board, the principal, teacher-librarian, where available, and school staff, should plan the integration of the library program with the instructional program of the school.

6.20 Do you agree?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
____	____	____	____	____

6.21 Is the procedure of value?

Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____

Procedure #9

Alberta Education, through the Media and Technology Branch, in consultation with appropriate referent groups, will identify major needs and make recommendations for research related to school library programs.

6.22 Do you agree?

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
____	____	____	____	____

6.23 Is the procedure of value?

Absolutely Essential	Some Value	Uncertain	No Value	Potentially Harmful
____	____	____	____	____

PROPOSED STANDARDS FOR SCHOOL LIBRARIES

Listed below are the four main categories of proposed school library standards. Indicate if you feel sufficient/insufficient guidance is being provided by Alberta Education and if the standards are set too low/high for your school/school system to achieve (refer to pages 4 - 8 of the proposed policy draft).

A. Standards for School Library Program Development

7.0 Degree of Guidance:

More Guidance Needed	Sufficient Guidance Provided	Too much Guidance Provided	Uncertain
_____	_____	_____	_____

7.1 Level of Standards:

Too low	At the right level	Too high	Uncertain
_____	_____	_____	_____

B. Standards for Library Staff

7.2 Degree of Guidance:

More Guidance Needed	Sufficient Guidance Provided	Too much Guidance Provided	Uncertain
_____	_____	_____	_____

7.3 Level of Standards:

Too low	At the right level	Too high	Uncertain
_____	_____	_____	_____

C. Standards for School Library Collection

7.4 Degree of Guidance:

More Guidance Needed	Sufficient Guidance Provided	Too much Guidance Provided	Uncertain
_____	_____	_____	_____

7.5 Level of Standards:

Too low	At the right level	Too high	Uncertain
_____	_____	_____	_____

D. Standards for Library Facilities and Equipment

7.6 Degree of Guidance:

More Guidance Needed	Sufficient Guidance Provided	Too much Guidance Provided	Uncertain
_____	_____	_____	_____

7.7 Level of Standards:

Too low	At the right level	Too high	Uncertain
_____	_____	_____	_____

8. When could the proposed standards be realistically attainable in your school/school system?

____ 1. cannot be attained

____ 2. already attained

____ 3. within the next three years

____ 4. more than three years

9. If you feel your school/school system cannot attain the proposed standards within three years, indicate which standard(s) make this difficult to achieve.

____ A. Standards for school library program development

____ B. Standards for library staff

____ C. Standards for school library collection

____ D. Standards for library facilities and equipment

10. Alberta Education welcomes any comments on the proposed policy, guidelines, procedures and standards for school libraries in Alberta. Let us know what you're mad or glad about!

NEGATIVE REACTIONS:

_____

_____

_____

_____

_____

_____

_____

POSITIVE REACTIONS:

_____

_____

_____

_____

_____

_____

_____

RETURN SURVEY TO:

Alberta Education
Media and Technology Branch
3rd Floor, Devonian Building
11160 Jasper Avenue
Edmonton, Alberta
T5K OL2

THANK YOU FOR YOUR COOPERATION.

PS/ML/c5k/840430
LIBRARY SURVEY/350

POOR

QUALITY

ORIGINAL